

Expanded Learning Opportunities Council

Report to the 88th Texas Legislature | November 2022



Summary of Recommendations

Expanded Learning Opportunities Council
88th Texas Legislature

Topic 1: Quality

- Engage stakeholders to develop a common understanding and definition of quality.
- Provide guidance to programs on how to select research-based quality standards and tools that align with this common definition of quality while meeting unique the needs and interests of the community.
- Work in coordination with the Extra and Co-Curricular Council (ECC) to pilot an ecosystem that supports designing, implementing, and sustaining high quality OST programs.

Topic 2: Access

- Secure funding to support the mapping of Out of School Time (OST) programming across the state to identify gaps as well as support Local Education Agency (LEA) and Community Based Organization (CBO) partnership opportunities.
- Develop guidance for LEAs to vet and build partnerships with CBOs to maximize resources and expand learning opportunities for youth, particularly through out of school time programming.
- Continue to invest in OST programs that are meeting the essential academic, developmental, and basic needs of underserved Texas students and families.

Topic 3: Sustainability

- Support OST programs by building tools and systems for program quality and access that will be critical when funding streams like ESSER expire.
- Identify community resources that districts, and community-based OST programs can connect to youth and families to meet basic needs.
- Continue to encourage and incentivize district—OST partnerships to address youth and community needs more sustainably, leveraging organizational strengths on both sides of the relationship
- Integrate ELO with regular school day including program vision, staff development and ongoing professional learning, and the use of high-quality instructional materials.
- Increase opportunities for districts to generate funds to implement more high-quality ELO, especially in partnership with community-based OST organizations.

Purpose of This Report

The recommendations in this report are based on the continued research of the Expanded Learning Opportunities (ELO) Council members who represent communities across the state. The findings are presented to the 88th Texas Legislature for consideration to increase access of underserved populations to high quality out of school time (OST) opportunities that help youth succeed academically and support overall youth wellness.

The ELO Council was formed in 2013 by Senate Bill 503 (83rd Texas Legislature) and codified in the [Texas Education Code Section 33.252 Subchapter G](#). The Texas Legislature created the ELO Council to study and make legislative recommendations regarding expanded learning opportunities policy in Texas.

This is the fifth biennial report of the ELO Council.

The ELO Council has convened at least three times each year, studied the expanding field of OST opportunities, gathered testimonials from regional and local providers across the state, and led efforts in their local communities to support students and programs.

When students have access to high-quality programs, they fare better socially, emotionally, and academically. Specifically, research has shown that when students have access to high-quality enrichment programs, they tend to:

- Attend school at higher rates
- Make better grades in math and reading
- Perform better on standardized tests
- Have fewer disciplinary incidents
- Promote to the next grade and graduate

Over the last ten years, the ELO Council's recommendations have prioritized increasing access to high-quality expanded learning opportunities for all students in Texas. Texas Education Code §33.252 defines Expanded Learning Opportunities (ELOs) as those provided during an extended school day, an extended school year, or structured learning programs outside of the regular school day, including before- and after-school programs and summer programs, which are also referred to as Out of School Time (OST) programs in the field. Programs may take place in schools or in other locations throughout communities.

Background

In many ways, the pandemic made explicit many of the shortcomings of the educational ecosystem that supports or does not effectively support youth in Texas. It highlighted the importance of community collaboration to address community challenges, leveraging home-grown resources that kids and families could trust to help meet many basic needs across the state.

The learnings from the pandemic cannot be ignored or diminished as the state returns “to normal”. As state leaders look ahead, it is impossible to ignore the lasting impact of the COVID-19 impact on children in the state of Texas. It is similarly impossible to ignore OST programming as a core support for students and families in recovering from the pandemic through additional time for accelerated learning and youth wellness

Texas school districts recognize the value of engaging OST programs early, regularly, and meaningfully in their plans to serve students and families to make up for inequities in learning, enrichment, connection, and resources that have been exacerbated by the COVID crisis. As a natural hub for convening diverse community stakeholders, schools and districts play a vital leadership role in educational ecosystems and are key figures in broad community partnerships that span not only and in and of school but into communities to bring necessary resources to kids and families.

Overall, it is important to keep in mind that community resources – whether schools, social services, expanded learning programs, or others – all serve the same youth and families. Maximizing all the assets of the educational ecosystem will better enable all our students to emerge from this crisis strong, resilient, hopeful, and better prepared for graduation, career, or military service.

Strengthening expanded learning opportunities recognizes and relies upon not just a single entity providing a single service, but rather a multitude of offerings supporting the community’s needs through intentional, strategic collaboration. Fostering strong partnerships is a critical component of building strong educational ecosystems that serve Texas youth, and expansion of additional support as outlined in this report across all three recommendation areas is vital to the success of such community partnerships across the state.

Recommendations

Upon reflection on prior Councils’ recommendations and considering the current environment and state context, three consistent areas of recommendation have emerged:

1. Quality
2. Access
3. Sustainability

These areas of recommendation are evergreen and can be built upon and refined year over year.

Quality

This council has consistently made recommendations to develop, adopt, expand, and refine quality standards for the OST space. Most recently and in recognition of prior recommendations around a common quality language and increased collaboration amongst stakeholders, TEA was able to foster relationships with other agencies, including the Texas Workforce Commission and the Texas Health and Human Services Commission and initiate collaborative opportunities with these agencies. This framework can serve as an initial step for improving multi-agency approaches for assessing existing OST standards.

Concurrently, the Texas Education Agency (TEA) and the Texas Partnership for Out of School Time (TXPOST) have had initial discussions to assess the ability to— and underlying need for— shared language around what high-quality means and what tools can be used to measure and institute cycles of improvement. TXPOST has partnered with research institutions to better understand the landscape in this sphere of its work.

With the Center on Research and Evaluation (CORE) at Southern Methodist University (SMU), TXPOST conducted a statewide survey of program partners across the state to understand what data is being collected by programs and how it is being utilized, if at all, to inform their quality improvement efforts. Such data will help TXPOST to fully understand what kind of data can be easily captured to develop a statewide proof point for OST impact.

In addition, TXPOST worked with American Institutes for Research (AIR) to complete a crosswalk of commonly utilized quality standards in the state of Texas. This crosswalk will inform decisions and next steps to collaboratively build a state quality improvement system, including updating TXPOST's own standards and developing aligned assessment tools and professional development.

Defining quality is a vital step in assuring that all youth have access to high quality OST programs. Texas-based systems for measuring quality include the Texas ACE Blueprint and TXPOST's quality standards. The Texas ACE Blueprint is aligned with the Quality Assurance Process through which programs funded by the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant receive annual quality monitoring from trained monitors and targeted technical assistance based on the results. Through this process, programs establish goals to improve academic performance, school-day attendance, behavior, and family engagement through ongoing participation in high quality OST programs.

TXPOST's quality standards—The Texas Standards for High Quality Afterschool, Summer, and Expanded Learning Programs —were drafted to support diverse programs across the state of Texas with the understanding that each program is unique, serving diverse populations and subscribing to different missions while remaining committed to serving youth in grades K-12. The standards are designed to guide improvement in OST programs. The standards are both accessible and broadly defined to be used by multiple types of agencies and providers in rural, urban, or suburban settings.

Both systems of standards can be built upon to increase use and craft a common definition of quality across the state. There are also multiple nation-wide frameworks in use that can inform conversations around a common quality language, particularly, with some adaptive features pertaining to the Texas context (e.g., addressing House Bill 4545 requirements through High Impact Tutoring, ensuring the demographic diversity of the state is represented in the standards).

Ensuring that all OST practitioners are aligned to a set of quality standards and are defining success similarly helps prevent inequities in programs. Grounding standards in existing research and through common tools such as point-of-service observations can build quality across any number of OST

activities while recognizing and valuing that every OST program is unique and designed to meet the needs and interests of the youth and families it serves.

Recommendations:

- Engage stakeholders to develop a common understanding and definition of quality.
 - Provide guidance to programs on how to select research-based quality standards and tools that align with this common definition of quality while meeting unique the needs and interests of the community.
 - Work in coordination with the Extra and Co-Curricular Council (ECC) to pilot an ecosystem of program support that aligns with ELO understanding definition of quality.
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Access

As identified in the council's previous report, high-quality out of school time programming is a proven, effective resource that is essential to expand learning opportunities and help students achieve academically and developmentally. Increasing access to such programming will give more Texas youth these vital opportunities. Creating access requires first understanding which youth are and are not served and how and where that engagement occurs. With a deeper understanding of service gaps, investment in additional seats is necessary to ensure every kid has access to high-quality OST.

DATA

As a result of previous recommendations from this Council, TEA has taken key steps to incorporate and grow ELO data collection.

As initiated in the 85th Texas Legislature, TEA is conducting an ongoing data collection on OST programs operating on each school campus codified in [TEC 48.009\(b\)\(3\)](#). This collection helps provide insight at a school system campus level, but not beyond the existing local education agency structure. This data collection has been conducted at the same level since 2020 through the PEIMS data collection system.

TEA is also in the process of determining feasibility of incorporating an indicator that accounts for extracurricular and cocurricular student activities into the student accountability system. The commissioner will provide a report on the feasibility of the indicator in a report to the legislature by December 1, 2022.

The opportunity to expand the existing school accountability system to include expanded learning and out of school time programming will further incentivize school-based programming and improve the possibility for strong partnerships with community-based organizations.

FUNDING

Through the infusion of federal American Rescue Plan ESSER funds, TEA has been able to build upon new and existing funding streams that support ELO. To disburse these funds, TEA ran the Texas Coved Learning Acceleration Supports (TCLAS) combined grant program to ease district accessibility and

application processes. TCLAS included 11 different grant programs, including those below directly related to ELO initiatives:

- Additional Days School Year Planning and Execution Program – Summer: supports district uptake of evidence-based design principles of summer learning through the use of Additional Days School Year (ADSY) funding.
- ADSY Planning and Execution Program – Full Year Redesign: supports districts in planning for and implementing a redesign 210-day calendar with daily increased brain breaks for students and planning time for teachers.
- Math Innovation Zones/Blended Learning Grant Program: supports the planning and implementation of high-quality blended learning math and reading language arts supplemental online software. This programming occurs predominantly through the school day but can support afterschool programming and school-day alignment.
- High-Quality Afterschool: supports districts and community-based organizations in implementing High Impact Tutoring and high quality supplemental instructional materials in a research-based afterschool program.

These initiatives incorporated research-based planning processes to meet the essential academic, developmental, and basic needs of underserved Texas students. The planning processes included cross-departmental steering committees and academic alignment through aligned high quality instructional materials use. They also greatly expanded the scope of initiatives like ADSY PEP, and both supplemented 21st Century Community Learning Center (CCLC) programs for many existing grantees and expanded access to afterschool funding for those not currently in 21st CCLC.

TEA has also been fortunate to continue to partner with the Wallace Foundation to improve district uptake of evidence-based design principles through ADSY PEP Summer.

Recommendations:

- Secure funding to support the mapping of OST programming across the state to identify gaps as well as support LEA and CBO partnership opportunities.
- Develop guidance for LEAs to vet and build partnerships with community-based organizations to maximize resources and expand learning opportunities for youth, particularly through out of school time programming.
- Continue to invest in OST programs that are meeting the essential academic, developmental, and basic needs of underserved Texas students and families.

Sustainability

While there has been a great growth in grant opportunities for expanded learning through OST programming over the past two years, it has come predominantly through a one-time funding opportunity that expires in September of 2024.

Several distinct TCLAS initiatives supported the expansion of OST programming. Through the planning processes, these programs created steering committees whose goals were to foster the connection between the regular day and OST programming - both district and community-based. Additional

planning guidance and resources support districts in building stronger partnerships and buy-in across their community to address the varied needs of students and families. Statewide funding sources such as ADSY led to an estimated average of 19.5 additional half-days of instruction for students at participating schools. Grant programs such as TCLAS High quality Afterschool supported districts and CBOs alike to implement high impact tutoring aligned to HB 4545 in an afterschool setting.

Still, barriers to access that have previously been identified in the ELO Council's findings are anticipated to remain. These include deficiencies in 1) affordable high-quality OST options, 2) partnership opportunities, 3) qualified program staff and leadership and 4) access to high-quality instructional materials. Districts and community-based organizations who have received funding support are facing an imminent fiscal cliff as ESSER expires, which risks dramatic disruption to progress that has been made.

At the legislature's direction in the 87th Legislative Session, TEA led a collaborative cross-agency effort to identify funds that can be used to invest in high-quality OST. TEA found multiple revenue streams that can be tapped into to support programming and is exploring developing guidance to help districts and CBOs effectively braid funding to maximize resources. The findings are in the appendix of this report, Rider 82 Cross Agency Funding Report. TXPOST is working with Children's Funding Project to build on this effort, developing a fiscal map that can describe the funding landscape in Texas and provide clarity to decision makers on possible opportunities for further investment.

The legislature can further mitigate these barriers by expanding access to high-quality OST opportunities, particularly for economically disadvantaged students and students in rural communities. Access to adequate mapping of potential partners, training and quality standards for staff, and high-quality instructional material access are some ways to support OST programs as they plan for sustainability.

Recommendations:

- Support OST programs by building tools and systems for program quality and access that will be critical when funding streams like ESSER expire.
- Identify community resources that districts, and community-based OST programs can connect to youth and families to meet basic needs.
- Continue to encourage and incentivize district—OST partnerships to address youth and community needs more sustainably, leveraging organizational strengths on both sides of the relationship
- Integrate ELO with regular school day including program vision, staff development and ongoing professional learning, and the use of high-quality instructional materials.
- Increase opportunities for districts to generate funds to implement more high-quality ELO, especially in partnership with community-based OST organizations.

Conclusion

Expanded learning opportunities provide students and families key resources and high-quality experiences in the wake of the COVID-19 pandemic. The increase of program funding in the past two years has supported districts and community-based organizations in further supporting students and their communities, but there is great risk of stagnated progress, or even moving backwards, with limited funding sources available in the future. The Council calls upon the legislature to support OST programs through the recommendations listed above related to Quality, Access, and Sustainability.

The recommendations included in this support will lead to a greater common definition of quality across Texas OST programs. They will support the identification of available programming to ensure greater access to the students who need it most. And they will ensure long term financial sustainability of programming through new fund sources and expansion of partnerships. Texas students deserve an opportunity to engage in OST programs that propel their life trajectory, and the state is well-positioned to support them in this endeavor.

Please contact ELOCouncil@tea.texas.gov with questions.

Purpose of Funding Report

This report serves to provide the Expanded Learning Opportunities (ELO) Council with available funding streams that may be utilized for out of school programs licensed or license-exempt under Chapter 42 of the Human Resources Code that develop academic, social, emotional, and physical skills through expanded learning opportunities during non-school hours or periods when school is not in session.

Cross Agency Partners

Texas Education Agency
Texas Workforce Commission
Health and Human Services Commission

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SB 1, Article III, Rider 82

Cross-Agency Coordination on Available Out of School Time Funding

This report was created as directed by SB 1, Article III, Texas Education Agency Rider 82 of the 87th Legislature, which stipulates:

- (a) Out of funds appropriated above, the Texas Education Agency (TEA) shall coordinate with the Health and Human Services Commission, Texas Workforce Commission, and the Texas Higher Education Coordinating Board to identify available funding that may be utilized for out of school programs licensed or license-exempt under Chapter 42 of the Human Resources Code that develop academic, social, emotional, and physical skills through expanded learning opportunities during non-school hours or periods when school is not in session. Available funding may include, but is not limited to, 21st Century Community Learning Centers, Title I, Texas Rising Star, Additional Days School Year funding through the Foundation School Program, Texas Academic Innovation and Mentoring (AIM), and Temporary Assistance for Needy Families (TANF).

- (b) TEA shall document processes and findings describing cross-agency coordination activities, funding identified, and any agency policies and practices that have been amended due to the application of the data. The agency shall present its processes and findings to the Expanded Learning Opportunities (ELO) Council by March 1, 2022, for incorporation into the report required by Education Code §33.259.

Known Funding Sources

The following funding sources were pre-identified in Rider 82.

Funding Type	Program Name	Source Agency	Student Eligibility
Federal	ESSER III – American Rescue Plan Elementary and Secondary School Emergency Relief Fund	TEA	\$124M to fund evidence-based programs that have been selected based on their research backed ability to accelerate student learning to grade-level. This includes both summer school and after-school programs.
Federal Competitive Grant	21 st Century Community Learning Centers	TEA	Aim to improve student attendance, behavior, and academics, while providing safe supplemental learning space for students and families who otherwise would not have such opportunities for students in PreK12 .
Federal Formula Funding	Title I	TEA	PreK-12 funding exists to supplement funding for all students and create additional opportunities specifically for disadvantaged students.
State Funding	Texas Rising Star	TWC	Texas Rising star is a quality rating and improvement system for childcare programs participating in the TWC childcare program.
State Formula Funding	Additional Days School Year (ADSY)	TEA	Adds half-day formula funding for school systems that add instructional days to any of their PreK-5 elementary schools.
State Grant	Texas Academic Innovation and Mentoring (AIM)	TEA	Provides tutoring and mentoring to students who are at risk of dropping out of school
Federal	Temporary Assistance for Needy Families (TANF)	Multiple	Aid for families for financial assistance – more details below

Additional TEA Funding Sources

The funding sources below are additional TEA funding opportunities that could be used for out of school time.

Funding Type	Program Name	Source Agency	Student Eligibility
State Formula Funding	Early Education Allotment	TEA	ADA funding is for PreK-3 students that are educationally disadvantages or of limited English proficiency.
State Formula Funding	English Learner Summer Program	TEA	Requires Local Education Agencies (LEAs) to provide a summer school program for English learners (EL) who will be eligible for admission to K-1 grades at the beginning of the next school year.
State Formula Funding	State Compensatory Education	TEA	Provides funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students in PreK-12 . Potential use for tutoring or accelerated instruction in out of school time.

Cross-Agency Funding Availability

Health and Human Services Commission (HHSC)

The Health and Human Services Commission (HHSC) does not directly manage any out of school programs for PreK-12 students. However, HHSC provided information on the funding streams below that do offer funding for out-of-school-time programs for PreK-12.

Funding Stream	Program Name	Source Agency	Student Eligibility
TANF	Big Brothers Big Sisters Amachi Program and Mentor Services for At-Rick Youth	TEA	Youth ages 6–18 whose parents or family members are incarcerated, recently released from the prison system, or on probation.
TANF	Early Childhood Intervention	HHSC	Available to families of children from birth to three years of age with disabilities or developmental delays. This includes programs such as Head Start.
TANF	In-School and After-School Youth Development Initiatives <ul style="list-style-type: none"> ▪ Robotics Initiative ▪ Summer Merit Program 	TWC	Middle school and high school students ages 14-21 .
TANF	Foster Youth Transition Centers	TWC	Youth ages 14–25 years who have aged out or are close to aging out of the foster care system.
TANF	School Dropout Prevention and Intervention Services	TEA	A student who is at risk as defined by Texas Education Code § 29.081(d) and (g); a student who is eligible for the national free or reduced-price lunch program; a student who is experiencing a family conflict or crisis; or a student who engages in delinquent conduct as defined by Texas Family Code §51.03.

Texas Workforce Commission (TWC) Eligible Services

The Texas Workforce Commission offers many different types of services for children from Birth – grade 12. A list of some services they provide for out of school time are outlined below.

Eligible Services List	
<p>Enrichment Services: Out of School Time Programs</p> <ul style="list-style-type: none"> ▪ Texas Rising Star 	<p>Education Services:</p> <p>ECE Slots</p> <ul style="list-style-type: none"> ▪ Child Care Services ▪ Texas Rising Star Contracted Slots Pilot Program <p>ECE Quality</p> <ul style="list-style-type: none"> ▪ Local and Statewide Quality Improvement Activities ▪ Texas Rising Star <p>ECE Workforce Development</p> <ul style="list-style-type: none"> ▪ Board Provided Professional Development ▪ TWC’s Professional Development/ Scholarship Grantee (TEACH) ▪ Pre-K Partnerships - Awards for alternative teacher certification <p>Pre-K</p> <ul style="list-style-type: none"> ▪ Texas Rising Star ▪ Pre-K Partnerships ▪ Texas School Ready <p>Tutoring GED and Re-engagement Services</p>
<p>Family & Community Services: Financial Assistance</p> <ul style="list-style-type: none"> ▪ Child Care Services 	
<p>Career Readiness Services:</p> <ul style="list-style-type: none"> ▪ Youth Workforce Development Summer Jobs 	

Texas Workforce Commission (TWC) Funding Streams

Funds are allocated to 28 local workforce development areas using one of the following funding streams.

- Child Care and Development Fund
- Competitive RFA
- Governor’s Science and Technology Champions Academy
- Temporary Assistance for Needy Families (TANF)
- Texas Science and Engineering Fair
- Workforce Innovation and Opportunity Act (WIOA)

Texas Workforce Commission (TWC) Funding Stream / Programs

Funding Stream / Program Name	Source Agency	Target Awardee	Student Eligibility	Annual Amount Awarded
Child Care and Development Block Grant (CCDBG)	TWC	Local Workforce Development Boards	None provided	approx. \$490 Million in SFY 2021
Child Care and Development Block Grant (CCDBG)	TWC	Local Workforce Development Boards	Childcare assistance is available only for children <i>under the age of 13</i> that meet one of the following criteria: Parents are receiving or transitioning off public assistance Are receiving or needing protective services Families are low-income (family income is below 85% of State Median Income)	approx. \$9.8 million in SFY 2021 / 2% of annual allocation
TANF	TWC	Foster Youth Transition Centers	Foster Youth Transition Centers serve current and former foster <i>youth ages 16-25 years.</i>	\$2.95 Million in SFY 2021 (some of this includes conference funds not allocated to Foster Youth Transition Centers)
TANF	TWC	Institute of Higher Education and Non- Profit Entities	After school youth development initiatives serve <i>low-income youth</i> defined as those living in families that receive government assistance such as TANF, SNAP benefits, or Medicaid	\$2,511,754 in SFY 2021

Texas Workforce Commission (TWC) Funding Stream / Programs

Funding Stream / Program Name	Source Agency	Target Awardee	Student Eligibility	Annual Amount Awarded
TANF	TWC	Local Workforce Development Boards	TWC supports subsidized employment activities for low-income youth . Low-income youth are defined as those living in families that receive government assistance such as TANF, SNAP benefits, or Medicaid.	\$907,769 in SFY 2021
TANF	TWC	Local Workforce Development Boards	High Scholl students in their Junior or Senior year who are enrolled in a technical, dual-credit college course(s). Students in the final semester or Level I or Level II Certificate or Associates Degree at a two year college or technical college who are enrolled in a technical course directly related to their field of study.	\$377,939 in SFY 2021
WIOA	TWC	Non-Profit Entities that provide training and Institutions of Higher Education	Individuals ages 18 years or older , the most recent RFA focused on improving the training outcomes for Opportunity Youth (those youth who are unemployed or not in school)	\$1,499,740 in SFY 2021
WIOA	TWC	Texas A&M Engineering Experiment Station	State middle and high school science fair winners with projects in STEM fields who participated in regional science and engineering fairs	\$125,000 in SFY 2021
WIOA	TWC	Institute of Higher Education	Top finishers of the TXSEF	\$76,667 in SFY 2021

Appendix - Previous Council Recommendations

Statewide Standards for High-Quality ELO Programs

Previous Recommendations:

- Form a multi-agency initiative that includes the ELO Council and legislative and executive branches to explore existing ELO standards. A coordinated effort among the executive branch, the Texas Education Agency, Texas Workforce Commission, and the Texas Health and Human Services Commission may expand access for Texas' students and families during out of school time. (2020)
- Direct the Texas Education Agency to adopt standards of quality for expanded learning programs. (2018)
- Implement TEA-approved state standards for high-quality ELO that align with Texas Partnership for Out of School Time (TXPOST) standards. (2016)

ELO Data Collection: Coordinated Expansion

Previous Recommendations:

- Expand the state's ELO data collection to involve multi-agency coordination to identify all gaps in access across systems (2020).
- For school-operated programs, include high-quality ELO programs in the extra- and co-curricular indicator (2020).
- Specifically allow school-based high-quality co-curricular programs to contribute to state accountability ratings (2020).
- Direct resources to support multi-agency data collection and infrastructure. (2018)
- Include high-quality ELO programs in the state's accountability rating system. (2016)

Pathways to Access for All Students

Previous Recommendations:

- Integrate ELO into TEA initiatives so that students have access to additional high-quality resources and educators have access to new opportunities for economic mobility and career advancement. TEA can incorporate ELO into initiatives like blended learning, ADSY, bilingual summer programs, Texas Home Learning, Lesson Study, Career and Technical Education, educator initiatives, and more. (2020)
- Integrate ELO with regular school day including program vision, staff development and ongoing professional learning, and the use of high-quality instructional materials. (2020)
- Continue to support ELO programs that are meeting the essential academic, developmental, and basic needs of underserved Texas students.
- Increase opportunities for districts to generate funds to implement more high-quality ELO. (2020)
- Fund expanded learning programs in the most underserved areas. (2018)

- Fund a competitive grant opportunity for districts to demonstrate how high-quality affordable ELO programs produce positive outcomes for Texas students that are most in need. Use a flexible scalable formula to meet changing demand over time. (2016)
- Dedicate funds to implement a comprehensive Texas ELO Initiative that includes a competitive grant program for high-quality ELO services. (2014)

ELO's Critical Role in Community Building and Crisis Response

Previous Recommendations:

- Incentivize and encourage districts to access ELO programs as partners to address the community needs created by the COVID crisis and to rebuild (2020)

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